

# ESOL Performance Standards

## ESOL IV

### READING CRITERIA

- Knows common word derivations, roots, and affixes
- Demonstrates comprehension of vocabulary related to the ESOL IV functions, including summarizing events; reporting on and informing and reminding others about people, places, things, and events; expressing condolences, sympathy, empathy; expressing certainty, doubt, suspicion about people, places, things, and events
- Recognizes the grammar elements that express the functions and demonstrate command of verbs in the affirmative, negative and interrogative of the past perfect, future perfect and future progressive tenses; modals in past tense; reported speech; embedded questions; tag and negative questions; present unreal conditional (If..., would...)
- Reads and comprehends short stories, novels, poems.
- Reads and comprehends informational materials such as newspaper articles, public and policy announcements, manuals, functional and workplace forms (credit, insurance, rental, fact sheets, job applications), and a variety of letters (personal, business, complaint, inquiry, acceptance)

<b><i>Beginning</i></b>	<b><i>Approaching:</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>On occasion, the student:</p> <ul style="list-style-type: none"> <li>• recognizes and comprehends basic vocabulary and synonyms related to the functions of ESOL IV</li> <li>• uses knowledge of common word derivations, roots, and affixes to determine the meaning of more complex words</li> <li>• infers meaning from text</li> <li>• compares/contrasts ideas in text</li> <li>• identifies cause/effect in text</li> <li>• identifies words used to establish tone in text</li> <li>• predicts what information is likely to follow in text</li> <li>• identifies plot, setting, characters in text</li> </ul>	<p>Sometimes, the student:</p> <ul style="list-style-type: none"> <li>• recognizes and comprehends basic vocabulary and synonyms related to the functions of ESOL IV</li> <li>• uses knowledge of common word derivations, roots, and affixes to determine the meaning of more complex words</li> <li>• infers meaning from text</li> <li>• compares/contrasts ideas in text</li> <li>• identifies cause/effect in text</li> <li>• identifies words used to establish tone in text</li> <li>• predicts what information is likely to follow in text</li> <li>• identifies plot, setting, characters in text</li> </ul>	<p>Often, the student:</p> <ul style="list-style-type: none"> <li>• recognizes and comprehends basic vocabulary and synonyms related to the functions of ESOL IV</li> <li>• uses knowledge of common word derivations, roots, and affixes to determine the meaning of more complex words</li> <li>• infers meaning from text</li> <li>• compares/contrasts ideas in text</li> <li>• identifies cause/effect in text</li> <li>• identifies words used to establish tone in text</li> <li>• predicts what information is likely to follow in text</li> <li>• identifies plot, setting, characters in text</li> </ul>	<p>Consistently, the student:</p> <ul style="list-style-type: none"> <li>• recognizes and comprehends basic vocabulary and synonyms related to the functions of ESOL IV</li> <li>• uses knowledge of common word derivations, roots, and affixes to determine the meaning of more complex words</li> <li>• infers meaning from text</li> <li>• compares/contrasts ideas in text</li> <li>• identifies cause/effect in text</li> <li>• identifies words used to establish tone in text</li> <li>• predicts what information is likely to follow in text</li> <li>• identifies plot, setting, characters in text</li> </ul>

## ESOL Performance Standards ESOL IV

### WRITING CRITERIA

- Writes information text that address the Level IV grammar and functions of summarizing events; reporting on and informing and reminding others about people places, things, and events; expressing condolences, sympathy, empathy; expressing certainty, doubt, suspicion
- Fills out job and school forms and applications, tax and credit applications, and resumes
- Writes narratives about personal or family situations (e.g., autobiographies, biographies, personal histories, stories) that employ the Level IV functions and grammar
- Writes descriptions about people, places, objects and situations that employ Level IV functions and grammar and details about the location, time, and physical attributes
- Writes persuasive essays that employ Level IV functions and grammar

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student writes short essays characterized by:</p> <ul style="list-style-type: none"> <li>• some identifiable ideas but little identifiable internal structure or organization</li> <li>• word choice that is accurate but limited</li> <li>• little variation in sentence types and a significant number of awkward or rambling constructions</li> <li>• frequent, significant errors in ESOL IV grammar and usage that detract from the meaning</li> </ul>	<p>The student writes short essays characterized by:</p> <ul style="list-style-type: none"> <li>• an easily identifiable purpose and main ideas although they tend to be broad, or simplistic</li> <li>• an organization and structure that is skeletal with some relationship among ideas present</li> <li>• words that are accurate yet lacking in variety</li> <li>• good control over simple sentence structures</li> <li>• repeated weaknesses in ESOL IV grammar and usage that do not block meaning but do distract the reader</li> </ul>	<p>The student writes short essays characterized by:</p> <ul style="list-style-type: none"> <li>• clear and focused purpose and main ideas that address a specific topic and contain relevant supporting details</li> <li>• an organizational structure that is strong enough to move the reader through the sentences without too much confusion</li> <li>• words that are specific, accurate, functional and appropriate to audience</li> <li>• logical and effective sentences that flow smoothly</li> <li>• only occasional lapses in correct ESOL IV grammar and usage</li> </ul>	<p>The student writes short essays characterized by:</p> <ul style="list-style-type: none"> <li>• clear, focused ideas that hold the reader's attention and include relevant details that enrich the central theme</li> <li>• an organization that is clear, appropriate and enhances the central ideas</li> <li>• vocabulary that is clear, effective, varied, accurate and appropriate to topic</li> <li>• well-constructed and well-organized sentences that vary in structure, length, and beginnings and flow smoothly</li> <li>• strong control of ESOL I V grammar and usage</li> <li>• a strong sense of audience and a voice that is individual and engaging</li> </ul>

## ESOL Performance Standards ESOL IV

### LISTENING CRITERIA

- Understands and responds to spoken text dealing with the ESOL IV functions and employing the grammar of ESOL IV
- Understands and responds to instructions on technical and non-technical tasks of medium to high difficulty
- Understands and responds to the formality level and other features of the situation (register) in a variety of social interactions, media presentations, and oral presentations

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with some unfamiliar and technical vocabulary at a normal rate of speech and with a great deal of repetition and rewording</li> <li>• occasionally interprets speakers' messages (both verbal and nonverbal), purposes and perspectives</li> <li>• occasionally makes inferences or draw conclusions based on an oral report</li> <li>• occasionally restates and executes multi-step oral instructions and directions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with some unfamiliar and technical vocabulary at a normal rate of speech with some repetition and rewording</li> <li>• sometimes interprets speakers' messages (both verbal and nonverbal), purposes and perspectives</li> <li>• sometimes makes inferences or draw conclusions based on an oral report</li> <li>• sometimes restates and executes multi-step oral instructions and directions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with unfamiliar and technical vocabulary at a normal rate of speech with little need for repetition and rewording.</li> <li>• often interprets speakers' messages (both verbal and nonverbal), purposes and perspectives</li> <li>• often makes inferences or draw conclusions based on an oral report</li> <li>• often restates and executes multi-step oral instructions and directions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with unfamiliar and technical vocabulary at a normal rate of speech without need for repetition and rewording.</li> <li>• consistently interprets speakers' messages (both verbal and nonverbal), purposes and perspectives</li> <li>• consistently makes inferences or draw conclusions based on an oral report</li> <li>• consistently restates and executes multi-step oral instructions and directions</li> </ul>

## ESOL Performance Standards ESOL IV

### SPEAKING CRITERIA

- Uses vocabulary pertaining to the ESOL IV functions, grammar, and idioms and colloquial expressions to follow and relate stories of general popular interest
- Discusses events, activities, stories, experiences and general information of personal and popular interest employing ESOL IV functions and grammar

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses largely accurate vocabulary that consist of single words or minimal phrases appropriate to the level</li> <li>• exhibits little consistency in pronunciation, stress, inflection, and intonation of familiar words,</li> <li>• includes frequent pauses and false starts, impeding understanding</li> <li>• evidences frequent, significant errors in ESOL IV grammar and usage that impede understandability</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple sentences appropriate to the level that are accurate but ordinary and lacking in variety</li> <li>• exhibits some general accuracy in pronunciation, stress, inflection and intonation of many familiar words,</li> <li>• includes pauses and false starts that frequently impede understanding</li> <li>• evidences some weaknesses in ESOL IV grammar and usage and that does not block meaning but does distract the listener</li> <li>• evidences some ability to self-correct with prompts</li> <li>• sometimes uses appropriate volume, phrasing, pace and gestures to communicate meaning</li> <li>• is readily understandable for ESOL instructors and other teachers</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are functional and appropriate to situation and listener</li> <li>• exhibits general accuracy in pronunciation, stress, inflection, and intonation of most familiar words and a few unfamiliar words although accent is detectable</li> <li>• includes occasional pauses and false starts</li> <li>• evidences only occasional lapses in correct ESOL IV grammar and usage</li> <li>• evidences the ability to employ circumlocution, "to find another way to say things" in conversations</li> <li>• often uses appropriate volume, phrasing, pace and gestures to communicate meaning</li> <li>• is understandable by native speakers</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are varied, natural, accurate</li> <li>• exhibits accuracy in pronunciation, stress, inflection, and intonation of most familiar words and some unfamiliar words with little or no accent detectable and general fluency evidences strong control of ESOL IV grammar and usage</li> <li>• evidences skill at circumlocution, "to find another way to say things" in conversations</li> <li>• consistently uses appropriate volume, phrasing, pace and gestures to communicate meaning</li> <li>• is clearly understandable by native English speakers</li> </ul>